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ABSTRACT

In this 9-week unit, students compare and contrast goods and services and discuss economic activities that occur in cities, sorting them into the production of goods or the provision of a service. Students examine how people use money to purchase goods and services. Wants are defined in terms of trade-offs or choices that must be made. Job specialization (manufacturing, transportation, and marketing of goods and services) is an additional focus. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; and provides information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." It suggests assessment activities, offers extended/correlated activities, and lists extensive topic resources. Appended are sample worksheets. (BT)

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ED 461 596

CALIFORNIA History-Social Science
# Course Models

# Expanding Children's Economic World

## Grade 1 Model Lesson for Standard 6

**Developed by Mary Hamilton, Suzanne Wood, Elisa Field and Dr. Priscilla Porter**

SO 033 551

**2001**

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# Standard 6: Expanding Children's Economic World

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**Students understand basic economic concepts and the role of individual choice in a free-market economy, in terms of:**

1. **the concept of exchange and the use of money to purchase goods and services**

2. **the specialized work that people do to manufacture, transport, and market goods and services and the contribution of those who work in the home**

**Suggested Time for Standard 6: 9 weeks**

**Sample Topic for Standard 6:**
Compare and contrast goods and services; choices individuals make; how people earn money; and, the specialized work that people do to manufacture, transport and market goods and services

**Suggested Time: 8 weeks**

Developed by Mary Hamilton, Suzanne Wood (Los Angeles Unified School District), Elisa Field (El Rancho Unified School District) and, Dr. Priscilla Porter in conjunction with Jan Berg, Nan Carter (Little Lake City School District) and Mary Clair Curtis (Los Angeles Unified School District) under the auspices of the Center for History-Social Science Education at California State University, Dominguez Hills.

## Significance of the Topic

In this unit students will compare and contrast goods and services. They will discuss economic activities that occur in cities and sort them into the production of goods or the provision of a service. As a city mural or imaginary communities are constructed, students will be encouraged to include a variety of goods and services.

Students will examine how people use money to purchase goods and services. Wants are defined in the unit in terms of trade-offs or choices that must me made. They will begin to understand that people must make smart choices about what to buy because there is a limit to the money they have.

Job specialization (manufacture, transport and market goods and services) is an additional focus of this unit. Students will create a class book to illustrate and describe different types of jobs and they will role play the specialized work people do.

**Focus Questions:**

1. What are goods and services?
2. What are some of the choices people make?
3. How do people earn money to purchase goods and services?
4. What specialized work do people do to manufacture, transport and market goods and services?

**Literacy Links:**

<u>Reading</u>

- Classify grade-appropriate categories of words and pictures
- Respond to who, what, where, and when and how questions
- Relate prior knowledge to textual information

<u>Writing</u>

- Sort and label "goods" and "services"
- Illustrate city words on sentence strips
- Label murals using word cards
- Compare and contrast the city to the country using a T-chart and Venn diagram
- Write brief expository description of a type of job people do
- Print legibly and space letters, words or sentences appropriately

<u>Speaking and Listening</u>

- Listen attentively, especially during interviews conducted at school and at home
- Ask questions to clear up confusion about a topic
- Recite poems, rhymes, songs and stories
- Retell information by answering who, what, where, when, how and why questions
- Use descriptive words when speaking about a person's jobs
- Provide descriptions with careful attention to sensory detail
- Stay on topic when speaking

## Beginning the Topic

### Focus Question: What are goods and services?

Write "Goods" and "Services" on a piece of chart paper or on the chalkboard. Explain to students that "goods" are things you can hold or touch, such as food, shoes, cars, toys, and houses. Ask students what kinds of stores might provide a good. For example, where do people buy their food? (grocery store). Note that there are many different grocery stores in a free market economy. Individuals have many choices. Generate a list of different grocery stories. Where would you go if you wanted to buy shoes? List shoe stores. Continue to brainstorm the types of businesses that provide "goods" and record each on the chart. (Note: If available, read *I Shop With Daddy* by Maccarone and *Just Shopping With Mom* by Mayer. Students relate to the content and the repetitive phrasing and rhyming. *Mr. Noisy's Helpers* by Williams is a good way to introduce services.

"Services" are the work that people do for others. Services include things such as medical care, haircuts, baby-sitting, education (teaching), skating lessons, garbage collection, and delivering the mail. Ask students what types of businesses might provide services. For example, where do you go if you are sick or get hurt? (doctor's office, medical center, or the hospital). Note the many choices that are available. Where do you go to get your hair cut? (barber or hair dresser). Where do you get your education? (school). Continue to brainstorm places that provide services and record on the Goods and Services chart.

***Community Helpers from A to Z***

Show students the cover of *Community Helpers from A to Z* by Bobbie Kalman. Ask, "Who do you see on the cover of the book? What jobs do these people do?" (The cover depicts firefighters who provide a service and students whose job it is to attend school and develop their "personal human capital.")
Read selected pages to the students. Select jobs that clearly represent a "good" or a "service." First show pictures that depict workers producing a good such as agricultural workers (page 4), construction workers (page 7), and industrial workers (page 14.)

Have students respond to who, what, where, when and how questions such as

- Who do you see in this picture?
- What type of job does this person do?
- How do you know?
- Where does he/she do his/her work?
- When do people perform this type of work?

Ask students if they can relate any prior knowledge to the textual information. "Do you know anyone who has this type of job? Have you ever seen a person performing a service? Who? When? Where?

Next, show pictures depicting workers performing a service such as doctors (pages 8-9), firefighters (page 11), and teachers (page 25). Continue to ask questions such as the ones listed above.

Finally, show a mixture of pictures depicting "goods" or "services." Ask students identify which illustrates a "good" and which a "service." Encourage students to ask questions to clear up confusion about a topic such as whether a job relates to a good or service.

(Note: It is helpful to pull the book apart so students can physically sort the pictures. Better yet, use two books and mount the photographs so all of the jobs can be viewed.)

**Role-Play**

Select students to role play the type of work being done in each picture used above. Encourage students to stay on the topic when speaking, use descriptive words, and provide descriptions with careful attention to sensory detail.

**Assessment - Sorting Goods and Services**

Give individual or pairs of students a 12" X 18" piece of construction paper that is divided in half. Write "Goods" on one side and "Services" on the other. Have students draw and color or cut out pictures of producing goods and providing services. Ask students to explain why a picture was placed in a particular category.

| Goods | Services |
|---|---|
| | |

Using the chart, have each student make an individual choice of a good or service that he/she would purchase and explain his/her choice.

Note: If desired, wait to do this activity until after the Community Business Walk (page 6-7). Use photographs taken during the walk for the students to sort. You can copy 8 pictures on an 81/2x14 paper with space underneath for students to write a "G" or "S".

**What Do You See in a City?**

Explain that cities are large communities with many people who live and work there. Cities are often surrounded by a suburb - a place to live near a big city. Ask, "Do you live in a city? How can you tell?"

Read *Taxi, A Book of City Words* (Maestro). Invite the students to follow along as the taxi visits an office building, a railroad station, a skyscraper, a hotel, a park and many other places that are part of the large city landscape.
Begin a chart "What We See in Cities" as a shared writing activity. Have different students illustrate each word strip. Discuss which items provide a "good" or a "service."

**What We See in Cities**

| | |
|---|---|
| taxi | picture |
| office building | picture |
| railroad station | picture |
| apartment house | picture |
| school | picture |
| park | picture |
| church | picture |

As an alternative to making a chart, write the words on sentence strips. Show the sentence strip when the word is introduced in the text. Have different students illustrate each sentence strip. The word cards can be used later as an independent or small group activity. Students match the word cards to the text as they advance through the book. Duplicate the pictures from the text (in color if possible). Cut off the written text and mount it on the back of the picture. Have students sort the pictures and find the word cards to go with each picture. The label on the back makes the activity self-checking. Use the cards to sort goods and services.

Note: Additional city books are included in the Extended Activities and Resources Sections. *Just Around the Corner* from the Hampton Brown Grade 1 ESL Program deals with stores and items to buy in the city.

**City Mural to Show Goods and Services**

Make a mural of a city. Discuss what a mural is and look at some examples. Have the students paint a background on a large piece of butcher paper. Students then make separate paintings of items seen in the city. (Be sure to include different types of "goods" and "services.") Cut them out, and paste them on the mural. Include word cards to go with each item in the picture. Ask each student "Where would you go to purchase goods and services?" "How would you get the money to buy this good or service?

**Optional activity: Building an Imaginary City with Goods and Services**
Have the students use blocks and other three dimensional objects to build a simple imaginary "city" and the suburbs that surround the city. Discuss the types of buildings, including homes and businesses. Encourage students to include different types of goods and services in their city. If desired, add toy cars, buses and people. Trees can be made using green and brown paper mounted on popsicle sticks that are stuck into clay to keep them upright. Have the students dictate or write sentences that tell about their city.

**Optional Computer Programs**
Two computer programs for creating cities or towns are "Neighborhood Map Machine" and "SimTown." Each program enables students to create their own community.

**Advantages and Disadvantages of Living in a City**
Ask students what might be some of the advantages of living in a city. "Why do many people **choose** to live in a city?" What might be some disadvantages of living in a city? Create a T-chart and record the advantages and disadvantages of living in a city.

**Living in the City**

| Advantages | Disadvantages |
|---|---|
| | |
| | |
| | |

Students with little or no experience of living in other environments may find this activity difficult. But, give it a try! They may surprise you.

**Community Business Walk**
During this activity, the class will take a walking field trip to visit businesses in the local community. Students will be organized into cooperative learning groups. Each group will interview workers at a different business. It is recommended that at least one parent volunteer accompany each group. This activity can be done in conjunction with community walks done during Standard 1.2, Expanding Children's Geographic World.

Advance Preparation
- Visit businesses near your school to determine which ones to visit during the walking field trip. Speak with the manager about a date and time for students to visit to conduct an interview and provide him/her with a sample set of interview questions (Appendix 1.)
- Take a photograph of the individual storefronts (primary source.)
- Prepare students by explaining that the class will take a walking field trip to visit local businesses to interview workers. Show students the photographs of the businesses you will visit. Using the photographs, ask if they can identify the businesses.
- Brainstorm interview questions using Appendix 1 as a guide.
- Divide students into cooperative groups. Assign or have each group select the business they will interview.

- Provide groups with a copy of the interview questions and have them decide who will ask each question. Each student can put his/her initials next to the 1-2 questions he/she will ask. Each student may copy his/her question/s on to a sheet of paper.
- Secure the necessary permission slips for the field trip and discuss safety procedures.

The Day of the Field Trip

- On the day of the trip there should be one adult for every group.
- Provide each student with a clipboard, a copy of the questions, and a simplified map of the city blocks you will be walking. They can add the buildings and store names, or just draw boxes and write down the store's number (address). This keeps students busy while they are waiting for the students who are doing their interview!
- One designated student from each group should carry the photograph of their group's business. They should locate their business by using the picture.
- When a group locates their business, each child should ask his/her designated question. Have a parent help the student get a brief answer in writing during the interview.
- Designate one student per group to ask for a business card
- Designate one or two students per group to take a photograph of the person interviewed and a photograph inside the business.

After the Field Trip

- Have students meet in their groups to discuss what they learned about their business.
- Each student should write in a complete sentence the answer to his/her interview question. Assistance from the parent volunteer would be useful. Note: Students will be tired after the field trip and may need to wait until the next day to do the writing.
- Each group should decide how to organize the information about their business and report it to the class. They may add illustrations, photographs and the business card.
- Groups report to the class. Sort the businesses into goods and services. Combine each group's materials into a class book or a bulletin board display.

## Developing the Topic

### Focus Question: What are some of the choices people make?

Explain to students that people trade money for the things they want, including housing, utilities, food, and clothing. Because people have limited money, they must make choices about how to spend their money.

**Let's Make a Choice**

Ask students, "What is something that you would like to have?" Make a list of the items they mention on the chalkboard.

Ask each student to select **2** items he/she would like to have.

Distribute sheets of construction paper. Have students fold the paper in half lengthways. On the top half of the paper, have students write the word "Choices." Ask each student to write "Things I Want" and draw the 2 items he/she wants. Label each item.

(Sample)

**Choices**

**Things I want**

**scooter** **bicycle**

**My choice**

**I chose the _____ because_____**

_____

_____.

Tell students that they may have only **one** of the two items. Explain that when you pick between two things you are making a **choice**. How would you decide which item to purchase if you could only purchase one? Encourage them to consider:

- Do you need to have each item?
- How much does each item cost?
- Would like to have one item more than the other?
- Would the item be good for your family or just for yourself?

Would you pick the least expensive? The one you want the most? Help students think about the pros and cons of each choice. Explain that sometimes we choose things we like and sometimes we choose things because we need them.

On the bottom half of the paper, have students write "My Choice" and "I chose _____ because_____."

Have students share their pictures and orally explain the decision making process he/she used to decide his/her choice. Assemble the papers into a class book.

**What's for lunch?**

Explain that sometimes we have to make a choice among many items. Display a copy of the following menu (Appendix 2) Ask students what they might order for lunch if they could spend five dollars.

**Menu**

| | |
|---|---|
| Sandwich | $2.00 |
| Spaghetti | $3.00 |
| Hamburger | $2.00 |
| Fresh Fruit | $1.00 |
| Soup | $2.00 |
| Frozen Yogurt | $2.00 |
| Milk | $1.00 |
| Juice | $1.00 |

I only have $5.00 to spend.
I choose_____
because_____
_____.

Ask students

- Can people have everything they want? Why or why not?
- How can you make good choices about what to buy?

**Optional Activity for Economic Choices**

Create a grocery store in the classroom with toys, school supplies, and empty food, snack, and cleaning-product containers. Tell the students that each item costs one dollar. Give each student a six-item shopping list and only two play dollar bills. Have students gather the items on their lists and make wise choices about which items they will or will not buy. Students should tell why they made the choices they did.

**Spending Money Wisely – *Alexander Who Used to Be Rich Last Sunday***

Read aloud *Alexander Who Used to Be Rich Last Sunday* by Judith Viorst. Ask students to predict what they think the book will be about. Read the book through and then go back and discuss how Alexander spent his money. What choices did he make? Did he

make wise choices? Why or why not? What do you think he will do if he receives another dollar in a week? If desired, write a sequel to the book.

**Math Connections - *Alexander Who Used to Be Rich Last Sunday***
During a second reading of *Alexander Who Used to Be Rich Last Sunday*, use an overhead projector and overhead money (including lots of pennies) to show how Alexander spent his money. Draw a line across the middle of the overhead. To begin, put all of the coins at the top. Have a student come and line up the coins beginning with the coin that has the greatest value to the coin with the least value (quarter to penny.) Count out the money as a class to find that it equals 100 cents. Ask the students if this is the same as a dollar.

Begin reading the book, stopping each time Alexander spends money. Have different students come up and bring the amount of money spent below the line. At different points, count how much money is left and how much Alexander has already spent.

The book and play money can be placed at a center to be read independently by the students. Mark each play coin with a dot of whiteout so that if the money becomes loose, students know where to return it.

**What is a Job? Jobs at Home**
Ask the students what jobs or chores they do at home. Brainstorm a list. Does each job produce a good or provide a service? Do you get paid for doing chores? Why or Why not? Share a personal experience about jobs that you and your family members do at home. Ask, "What would happen if you did not do your job?" Have each student draw and then write about a job he/she does at home. Assemble into a class book.

**Parent Interview – When you were my age, what chores or jobs did you do?**
As a homework assignment, have students interview a parent, and if possible a grandparent, to ask, "When you were my age, what chores did you do?" (Appendix 3) This is the first in a series of interviews with the student's family. Having the students conduct an interview begins a focus on historical thinking and analysis skills. Depending upon the student's writing ability, either he/she can record the information or a parent can. Role play interviews and discuss the question and answer pattern. As students share the results of their interview, chart and discuss the responses. Compare the chores students do today with those of the parents and grandparents.

**Jobs at School** (Note: The focus in this lesson is on holding a volunteer classroom job, receiving a salary for completing schoolwork, and making choices on how to wisely spend money earned at the classroom store.)
Explain to students that just as we have jobs to help out at home, we also have to help out at school. Brainstorm of list of jobs that are needed in your classroom. Be creative and try to identify enough jobs so that each student will have one. Ideas include messenger, learning center assistant, classroom custodian, weather forecaster, song leader, ambasssador (hosts visitors and new students), playground equipment manager, mail carrier, paper filer, calendar monitor, head gardener, librarian, closet manager… Make a

job card for each position and create a brief description of each job. Decide how often to change jobs – once every two weeks or once a month.

Plan a method for selecting jobs and for keeping track of which student applies for what job. (Try picking names randomly out of a bucket. The student picked can then select a job to apply for. Place the job card and the student's name card together in a pocket chart. Or, have students apply for 3 jobs in order of preference.)

**Job Application (Optional)**
Show students the job application and explain how to complete it (Appendix 4.) Modify the application accordingly. If desired, model an interview process and interview each student for a job. (You might want to explain that in the "real" world, many people interview for one job and the "best" person is hired.) After the initial modeling, you might have a parent volunteer do the interviewing and hiring. Or, hire one student as the Classroom Manager and let the student conduct the interviews. Once students have experience with their job, you might have them design want ads for the help wanted section of a classroom newspaper listing duties for specific jobs.

**Earning Money**
Begin by discussing that everyone in the classroom has a full-time job. "My job is to come to school and teach you. What is my job title? (teacher) Your job is to come to school and learn. What is your job title? (student) Your job does not end when you leave school. Why not? (homework) You have a choice about how to use your time after school. If you choose to play and watch television and not do your homework, what will happen? (various responses) Do you think that is a good choice? Why not?"

Explain to students that they are going to earn money for doing their homework. They will be able to spend their wages at the classroom store. Decide on the amount of salary depending on your student's expertise with money. Explain that payday will be everyday after you have seen their homework. Make sure students know what the expectations are. One way to manage the money children receive is to cut up a duplicated sheet of pennies (check the resource section of your math series) or use a coin stamp to stamp sheets of paper. Once a child is paid, he/she puts the money in an envelope in his/her desk.

**Song: We are Workers (tune of Fre're Jacques)**
We are workers, we are workers
Yes we are! Yes we are!
(name of student) is a student. (name of student) is a student.
He studies hard. He studies hard.
(Substitute: She does her homework. He writes stories…)
(National Council on Economic Education)

**Classroom Store**
Prepare items to be sold at the classroom store and set prices. Price some items so students will have to save money for more than one week to be able to purchase them. Obtain a cash register or use a box for money. You may wish to sell supplies in the store

that students will use to construct something such as a puppet. This provides a meaningful purpose for selecting different items. Students can discuss how they decided on their choice of purchases.

The teacher, a volunteer, or some students may serve as the cashier. It is helpful to have a volunteer serve as a store clerk. The store clerk helps the students count out the money for their purchase. The child saves the rest of the money. (It may be recorded in a bank passbook and deposited in the bank. See the optional activity on the next page.)

Explain to students that they will have to **make choices** when they come to the store. Show them ahead of time what will be available and how much each item will cost. Ask if they can buy the most expensive item after saving for just one week? (no) What could you do if you really want to purchase an expensive item? (save)

After each student has either spent or saved his/her money, discuss the choices they made. Introduce the word **scarcity**. Ask students if they had enough money to purchase everything they wanted? Explain that this is because of a scarcity of money. Explain that scarcity is when there is not enough of something. Talk about the scarcity of time. This could be applied to the playground where students often feel they don't have enough time to do all the things they would like to do.

**Song: Oh Scarcity (tune of Oh Christmas Tree)**
Oh scarcity! Oh scarcity!
We can't have all the things we want.
Oh scarcity! Oh scarcity!
We cannot have it all!

We really want a lot of stuff.
But sometimes there's just not enough.
Oh scarcity! Oh scarcity!
We cannot have it all.
(National Council on Economic Education)

**Optional Activity:** Have a bank passbook (Appendix 5), bank deposit slips, and withdrawal slips (Appendix 6). These are optional and time-consuming! If possible, arrange for two volunteers to come in to help on shopping day. One can act as the store clerk and one as the bank teller. Show students their **bank passbooks** (Appendix 5.) Explain that if they want to save their money, they will bring it to the bank and deposit it using a **deposit slip** (Appendix 6.) The bank teller will write down the amount of money in their passbook. Once they have put their money in the bank for safe-keeping, ask them how they can take or withdraw their money from the bank. Show the **withdrawal slip** (Appendix 6) and explain that they may write out how much money they want to withdraw from the bank. If students go directly to the store, they may use their stamped money. If they have any money left over, they can deposit it in the bank. Model and then have a student model the process of making a deposit at the bank. Model and then have

another student model going to the store. (Note: If desired, have an "ATM" for students to make their deposits and withdrawals. Each student will need an ATM card.)

## Focus Question: How do people earn money to purchase goods and services?

Ask students where people get the money to buy the goods and services they need. Explain that people work to earn money and then make decisions about how to spend their money. Money is valuable because it can be traded for the things we want.

Ask students if they have ever worked to earn money. "What types of jobs did you do?" "What did you do with the money you earned?"

Read the book *Jobs People Do* by Christopher Maynard. This is an informational picture book that gives a good overview of many different kinds of jobs. Stress the importance of the variety of jobs needed in a community. This would also be a good opportunity to refer back to the book *Community Helpers from A to Z.* Another excellent book, *Work Song* by Gary Paulson, shows people at work. The spare, elegant verse is accompanied by richly textured oil paintings that celebrate the work ethic with sensitivity and grace.

**Parent Interview**

Ask students to interview their parents to ask questions about the work they do either in or out of the home (Appendix 7.) Encourage students to discuss with their parents where they get the money to purchase the goods and services the family uses. How do you decide which good and service to purchase and where to purchase them?

Ask parents to take a picture of the place where they work. If possible, provide a disposable camera for each child to check out and take home.

**Guest Speakers**

As time allows, invite different parents or community members to the classroom. Have students interview the quest speakers about their job. Ask each worker to come in their work clothes and if possible to bring the tools or equipment they use on the job. In advance, discuss with students how to conduct an interview and plan some of the questions that the students want to ask. Sample question may include:

- What is your job?
- Where do you work?
- How long is your work day?
- Do you produce a "good" or provide a "service?"
- What skills do you need to do your job?
- How much education or training does your job require?
- Do you work alone or with others?
- Would you do anything different if you were beginning your profession/career/job again?

**Tool Center – Optional Activity**
If possible, ask to borrow the tools guest speakers bring in to share, or take photographs of them. Set up a Tool Center. If desired, share the book *Historic Communities: Tools and Gadgets* by Bobbi Kalman. Sort the tools between today and long ago. Give groups of three, three different tools or photographs. Have the students discuss what each tool is and then arrange them into a timeline from long ago to today. (Refer to the "Under Construction" unit in Hampton Brown's Grade 1 ESL into English Program.)

**Mystery Workers Game**
Play the "Mystery Workers Game" (like 20 Questions) with pictures of workers. In advance, mount pictures of different workers on individual cards and attach yarn so the picture can go over student's head and be displayed on their back.

Model the game by hanging one mystery worker card on the **back** of a student without his or her looking at the picture. Model the types of questions to ask to try and to discover the identity of the mystery worker. For example, you might ask:

- Do I produce a good or a service?
- Do I work inside or outside?
- Do I work by myself or with other people?
- Do I fight fires? And so forth.

Clues may be given if necessary. Once the mystery workers has been identified, review the questions asked and discuss how certain jobs were eliminated by each question.

Divide the students into pairs. One student gets a mystery worker on his back and asks questions of the other student until the mystery worker is identified. The picture cards can then be shuffled and the second student in each pair can have a mystery worker to identify.

## Focus Question: What specialized work do people do to manufacture, transport and market goods and services?

**Manufacture, Transport and Market – a Good**
Point out the cover of the book *From Wheat to Pasta*, a photo essay by Robert Egan. (From *Plant to Blue Jeans* by Robert Egan may also be used.) Ask, "What do you see?" Students may or may not recognize the pasta. If not, explain that it is like spaghetti, only in different shapes. Also on the cover is a field of wheat. If students do not notice it after several "what else" questions, point out the field. Read the title. Point out the word "Changes" at the top of the page. Ask, "Why do you think the author put the word "Changes" on the cover of the book?

Duplicate the job specialization cards in Appendix 8. Cut them apart and as you read the book, show the appropriate cards. When finished with the text, sort the job cards according to manufacture, transport, and market. Pass out the job specialization cards, reading each card as you hand it to a different student. As you reread the story, pause for students to place the appropriate job card in a sentence strip chart. (Note: The book misses the transportation step between the factory and the store. Ask students if they call tell what the author left out.) Ask questions such as:

- What are some of the jobs it takes to make pasta?
- Why do you think there are so many jobs? Why doesn't one person do all of the work?
- Why there are specialized jobs?

Lead the discussion to conclude that each type of job is specialized and requires specific skills. The farmer and the trucker do not have the skills to operate the machines to manufacture the flour and the machines to manufacture the pasta. The farmer and manufacturer do not have the skills to operate a grocery store.

Ask students to identify each job from the book as producing a good/product or providing a service.

**From Wheat to Pasta**

| Job | "Good" or "Service" |
|---|---|
| Farmer | Farming – wheat – good |
| Truck/Farmer | Transportation – service |
| Farmer (Grain Elevator) | Storage – service |
| Trainman | Transportation – service |
| Flour Maker (Miller) | Manufacturing – flour – good |
| Barge | Transportation – service |
| Trucker (not in book) | Transportation – service |
| Pasta Maker | Manufacturing – pasta – good |
| Trucker (not in book) | Transportation – service |
| Grocer (Market) | Market – Service |

**Flowchart for Pasta Production**

Have students work in pairs to create a flowchart of the pasta production from the farm to the factory to the grocery store. Each pair is given a sheet of construction paper and assigned one of the jobs to illustrate from the above chart. Have the first pair begin with the farm and the last pair end with the grocery store. Include the flourmill, pasta factory, and all of the transportation in between. Pairs should label their picture. When all sections are complete, assemble the flowchart by gluing them on a sheet of butcher paper cut in half lengthwise. Ask students to present their flowchart at the Job Fair (See Culminating
The Topic).

**Manufacture a "Good"** (Optional. If desired, skip to Culminating Section on page 17.) In this activity, students will work together to create a "service" or a "good" to "manufacture" and market. Each student will have a specialized job. It is recommended you involve the students in determining what product (a good or service) they will manufacture, advertise, transport and market to earn money. They will then determine how to spend the money earned.

(Note: You can have each cooperative group manufacture something different i.e. paper doll, cup and ball, cookies, etc. The objects produced could then be placed in the classroom store begun earlier and made available for students to "purchase." Or, treats and decorations for the Job Fair (see "Culminating the Topic") could be manufactured.)

**Planning the Product and the Market**

Brainstorm together a list of potential goods or services they could market. At this point, anything can go on the list. Determine who the target market will be – other students, parents, teachers, etc. Potential markets include:

- Teachers – clean the chalkboards, filing, making pencil holders…
- Parents – note cards, a play, poetry reading, cookies, herbs grown by students, artwork…
- Students – cookies, lemonade, Kool-aide, candy, bookmarks…

After brainstorming, discuss the items on the list and help the students narrow the list down to two choices they can produce and for what market they would produce it. Discuss the necessary resources and their cost, if any, and the ease of production.

Vote on the final decision by direct democrary (everyone votes) or by representative democracy (one elected person from each cooperative group votes) (Standard 1.)

If desired, conduct a survey to decide which of the two products/services will seel better to the targeted market. Do the survey development and analysis during math time. If the students are marketing to parents, they can take the survey home and bring back the results as part of their homework. If they are marketing to other students, obtain other teachers' cooperation in taking class time to distribute and complete the survey. Even if marketing to the school at large, only survey one or two classes to keep the amount of data at a level the students can understand.) Analyze (graph) the survey results to determine what product or service to produce and market.

**Producing and Marketing the Product**

Determine the resources (define resources) students will need and classify the resources as human, natural, or manmade. (This is a Grade 3 skill, it is only introduced here for exposure.)

Gather the necessary resources for the students to produce the product/service. How this is done will vary by the product or service. During math time, determine the cost of the

goods you use. This may be at "no cost" if the resources are received by donation. However, if materials are purchased, have the students determine the total cost of the materials using a calculator if the numbers exceed the students' expertise with numbers. Price the product based on recouping the cost and making a profit.

Work together to list the necessary jobs and let students decide who will do which job. Jobs could include advertising, product production, and selling. Students decide how to divide the work/labor. Every student might participate in the production of a product (e.g. cookies.) Use specialized jobs for obtaining permission and informing appropriate school personnel, marketing (creating and posting posters or making flyers for the classrooms) and selling.

Before designing the advertisement, look at other posters, advertisements, or even food box labels to determine what information is needed when you want someone to purchase a good or a service. You might want to compare various advertisements to see what the children think is the most effective: words only, photographs, pictures, cartoons, color, print size etc. Provide the necessary art materials such as stencils (perhaps for lettering). Post the posters or distribute the flyers.

**Evaluating the Results**

Sell the product or sell and provide the service. Determine the amount of proceeds. Was there a profit? If so, what will be done with the profit? Save it? Spend it?

Evaluate the results. Discuss the choices that were made by the students in the "free market economy." Would they make any different choices if they were to do the project again?

## Culminating the Topic

**Class Book – Jobs People Do**

Using "Jobs People Do" as a guide, have each student select a specific job to "research." If possible, students should interview the community worker of their choice. (See Appendix 1 for sample interview questions.) Determine the "service" or "good" the worker provides. Special attention should be paid to a description of what the worker does, the skills needed by the worker, and the tools used by the worker.

Have each student write a page for a class book "Jobs People Do." Determine the page format to include the type of job, a picture, a description of the job and the skills, and the necessary tools. Assemble the pages into a class book.

**Job Fair**

As a culminating activity, students will each orally present the job he/she researched. Wearing a name card to indicate his/her job, each student describes the job, the skills necessary to do the job, and whether he/she is providing a "good" or a "service." If possible, students may carry a "tool" used in their job or wear a simple costume to act out

their job. Work together with your students to identify the specific expectations you have for the project. Students could work in pairs to limit the number of presentations.

Consider developing a rubric for written work and for the oral presentations. As students share their findings with the class, complete the following chart:

| Type of Job | Good/Service Provided | Skills Needed | Tools Used | Places They Work |
|---|---|---|---|---|
| | | | | |

Create a "human graph" by sorting each of the jobs introduced according to whether they are producing or selling "goods" or providing a "service."

## Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson rather than just at the end. It is recommended that student work be assembled into a portfolio. The following are identified outcomes for this lesson.

- Draw or cut out pictures that show producing goods and providing services and sort them into the appropriate category.
- Illustrate words from the chart "What We See in Cities"
- Work cooperatively with others to complete a mural depicting different types of goods and services found in a city. (Optional activity Use blocks and other three dimensional materials to construct an imaginary community.)
- Compare and contrast the advantages and disadvantages of life in the city
- Work cooperatively in a group to interview a business worker and report on the results.
- Select two items, make a choice one and explain the reasons for the choice
- From a menu, select which items to purchase for $5.00 and explain the choices
- Illustrate and write a description of a chore done at home
- Conduct a Parent (and grandparent, if possible) Interview, "When you were my age, what chores did you do?" and report on the results of the interview
- Select and be responsible for completing a class job
- Complete a job application (optional)
- Earn money for completing homework assignments and make choices on whether to save the income or make choices on how to spend it at the classroom store
- Conduct a Parent Interview about a job they do either in or out of the home
- Participate with classmates in interviews of guest speakers who tell about their jobs
- Work cooperatively with group members to construct a flowchart showing job specialization from wheat to pasta
- Assist in the planning, production, and marketing of a product and evaluate the choices made

- Complete a "Jobs People Do" Family Project Homework. Include a picture of the worker doing the job, a description of the work, the skills needed and the tools used.
- Orally present information learned about the job researched

**Extended and Correlated Activities**

City, Town, and Country

- If possible, take a field trip to a city using public transportation. Have students carry a clipboard with a checklist developed from the chart of "What We See in Cities." Check off each item as it is evidenced. Bring along a camera and make a photo record of as many items on the list as possible. After the trip, publish a class book "Our Trip to the City" that tells what the students saw on their trip. Use the photos to highlight different pages (or have students illustrate the items seen). Make a duplicate set of the photographs and invite students to arrange them sequentially in the order that each location was visited. Keep the photos in a pocket in the back of the book.
- Use the Looking at Communities Kit from Steck Vaughn. It includes a magnetic board and visuals depicting people and a variety of community settings including urban, suburban, and rural. Students manipulate the visuals on the magnetic board to create scenarios such as location, community characteristics, and the roles of community workers.
- Read the book *Moving to Town* by Mattie Lou O'Kelly. Listed as a resource for visual and performing arts, the book features twenty-four detailed American folk art paintings documenting the small-town life of agrarian Georgia in the early 1900s. Notable for their variety of design and texture, O'Kelly's paintings glow with the richness and intricacy of fine needlework. The wonder of a child experiencing life in the city for the first time is depicted along with a glimpse into simpler way of life. Encourage students to analyze each painting for information to be learned about life in a town and in a city of long ago. Identify the types of businesses and transportation.

  Ask, "What did you learn from this book that surprised you?" "What else would you like to know that the book did not tell you?" Recognize the chronological structure of the narrative - its beginning, middle, and end. Encourage students to retell the story to put its important developments into correct temporal sequence. Identify the time and place of the story and look for examples of change and continuity in the ways people lived long ago and how they live today.
  Raise questions such as "Why do you think the family is moving to the city?" "How do you think their life will change?" "Why does the family decide to return again to their farm?" "What would you have done?"

  Ask, "Who is telling the story?" "What type of a person is the narrator?" "What evidence do you have from the story?"

- Read *Town Mouse, Country Mouse* by Jan Brett. Each mouse family is unhappy and wishes to move to a new place, the country mouse to the town and the town mouse to the country. Once they trade houses, the mice discover the disadvantages of their

new home and begin to appreciate what they have left behind. After reading the book and enjoying the illustrations, reread the book to identify the push/pull factors. What factors are "pushing" the mice to look for a new location and what factors are "pulling" them to the new place? Record each mouse family's viewpoint on a matrix:

| | TOWN MOUSE | COUNTRY MOUSE |
|---|---|---|
| Advantages of Town Life | familiar sights and sounds<br>knew what to expect | food is right there in pantry<br>smell of the cheese |
| Disadvantages of Town Life | kitchen cat who prowls the house | difficulty getting food<br>different dangers<br>the cat |
| Advantages of Country Life | Life is quiet and peaceful<br>sun shines everyday<br>air is clean<br>taste of blackberries | cozy tree stump house |
| Disadvantages of Country Life | couldn't find blackberries<br>rain, blackbird<br>dangers - hedgehog owl | tired of searching for food<br>owl |

- Expand the study of the country by doing a unit on farms in preparation for the Grade 2, Standard 1 unit.
- 'Read' the wordless book *Window* by Jeannie Baker. Discuss the changes and compare them with the changes seen by The Little House.
- To contrast the study of the city featured in this unit, do a study of life in small towns or the country. Explain to students that towns are small communities with open land nearby. Ask, "Do you live in a town? How do you know?"
- Read the concept book *Delivery Van: Words for Town and Country* (Maestro, 1990). Discuss the specialized work that people do to transport goods. Invite students to follow along as the delivery van visits a hardware store, a town hall, a dairy farm, a garden center, and many other places that are part of the small-town landscape. Stress that the book includes many words that might be found in some towns but not all towns will have all the same things. Make a chart "What We See in the Small Town and Country". Include appropriate words. Have students illustrate the chart.

**What We See in the Small Town and Country**

| | |
|---|---|
| hardware store | picture |
| town hall | picture |
| bank | picture |
| pharmacy | picture |
| school | picture |
| park | picture |
| church | picture |

As suggested earlier in this lesson, an alternative to making a chart is to write the words on sentence strips. Show the sentence strip when the word is introduced in the text. Have different students illustrate each sentence strip. The word cards can be used later as an independent or small group activity where the students match the word cards to the text as they advance through the book. If you duplicate the pictures from the text, students can find the word cards to go with each picture.

- Read the second half of *Town & Country* by Alice Provensen. Add additional content to the "What We See in the Town and Country" chart.
- Ask students what types of goods and services they think can be found in a town. Stress that these may vary from town to town. Do individuals have more choices in a town or a city?
- Make a mural depicting a small town and the surrounding countryside. Include paintings of items on the "What We See in the Small Town and Country" chart. Label the pictures with word cards.
- Ask students what are some of the advantages of living in a small town or the country. Why do many people choose to live in a small town or the country? What are some of the disadvantages of living in the country?" Create a T-chart and record the advantages of disadvantages of living in a small town or the country.

**Living in a Small Town or the Country**

| Advantages | Disadvantages |
|---|---|
| | |
| | |
| | |

- Ask each student "Where would you go in a small town or the country to purchase goods and services?" "How would you get the money to buy this good or service?

**Compare and Contrast Life in the City with Life in a Small Town or the Country**

- Make word cards for "city," "suburb," "town," "country," "big, bigger, biggest," and "small, smaller, smallest".) Have the students make up sentences using the word cards. For example, "A city is bigger than a suburb."
- Compare and contrast what the students have learned about cities and towns by discussing the stories read, the charts, and the murals. What are some of the similarities between living in the city and living in a town? What are some of the differences between living in the city and living in a town? Make a Venn diagram using words and pictures to compare cities and towns. Using the venn diagram have each student make an individual choice on where he/she would choose to live and explain his/her choice.

**Goods and Services**

- Create an ABC's book of Goods and Services. Include an advertisement for certain "goods" and "services"

| | |
|---|---|
| Apple Grower | Airplane Pilot |
| Baker | Baby-sitter |

Candy maker Constable

- The Internet can be helpful for locating businesses within a radius of your school. By entering the school address, Yahoo (info@yahoo.com) Yellow Pages will locate the name, address, phone, and distance of the businesses in the local area.

- Look for newspaper advertisements of goods or services. Do the prices differ? Explain why.

**Economic Choices**

- Read aloud *The Go-around Dollar* by Barbara Adams. Ask students to predict what the boy will do with the dollar. After reading the book, go back and count how many times the money changed hands. Ask students to predict where the bill will go next. As a drama extension, act out the story having students be either a consumer or a producer. For geography, make a map showing where each dollar traveled. For language arts, have students continue the dollar's adventure. This is a good opportunity to discuss quotation marks so the characters can speak. You can also make a class book using photographs of the students exchanging the dollar. Students can write a page for a story in which the same dollar travels around your classroom. For example, page 1: I work at Veronica's supermarket. I just sold food to Brian. Now I'll buy a good at Samuel's Ice Cream with my money. (Pictre is of Veronica selling and Brian buying.) Page 2: I work at Samuel's Ice Cream. I just sold an icecream sundae to Veronica. Now I'll buy a service at Mayra's Auto Repair. (Picture is of Samuel selling and Veronica buying.) Continue around the room with students filling in the pattern. It helps if each student makes a plan first for the words that go in the blanks.

- Read aloud *A New Coat for Anna* by Harrriet Ziefert. In this book, the little girl, Anna, needs a coat. Her mother does not have the money to buy a coat so she barters in order to get the material for the new coat. Provide students with cards labeled with the steps that were needed to make the coat – sewing, spinning, shearing, dyeing, weaving, coat. Students illustrate the action words and put then in order. Create a flow chart and on a sheet of paper and glue the cards from shearing to tailoring.

**Jobs**

- Using primary source photographs, have students timeline three different pictures of people doing work from long, long ago, long ago and today. (Pre-industrialization, Industrialization/manufacturing, and Post Industrialization/Information Age.) If possible, include three pictures of the same job (farming is easiest) and discuss with students the changes visible in the photographs. Students should note the use of machinery/inventions as a type of change.
- Transport and Market – a Service. Read the book *The Post Office* by Gail Gibbons. As you discuss the cover, note that it has a border like a stamp and that it depicts a "county" scene. Note the type of mailbox, mailman in the vehicle, etc. After reading, ask the students to help you identify the specialized jobs used to transport the mail. Explain that in the provision of a service, there is no direct manufacture step except that the Postal Service does manufacture the stamps. We are the "market." We

purchase the postal service when we buy stamps. You may also discuss the delivery of mail now and long ago. Look at and describe different stamps. Note all of the types of information such as country and price.

## Resources for the Sample Topic

**Economic Concepts**

*Adams, Barbara. *The Go-Around Dollar*. Illustrations by Joyce Audy Zarins. New York: Simon & Schuster Books for Young Readers. 1992. A dollar bill is followed as it travels from person to person in this fictional narrative that is combined with facts and anecdotes.

Chin, Karen. *Sam and the Lucky Money*. Illustrations by Cornelius Van Wright and Ying-Hwa Hu. New York: Lee&Low Books, 1995. ISBN 1880000-13-X. A young boy is faced with the challenge of choosing what to buy with his "lucky money" in Chinatown. Also good for Chinese New Year.

Godfrey, Neale S. *Follow An Ice-Cream Cone Around the World.* Parsippany, New Jersey: Modern Curriculum Press, 1996. ISBN 0-8136-0586-5. This is an adventure book of the Green Streets Kids as they travel around the world to discover what it takes to make ice cream. Children will begin to understand how they are connected economically to people all over the world and how they can influence the marketplace every time they spend money. A teacher's guide (ISBN 0-8136-0645-4) is also available.

Herman, Gail. *Teddy Bear for Sale*. Illustrations by Dioug Cushman. New York: Scholastic. 1995. This is a simple book about a teddy bear who wants to be bought and his adventures before having an owner.

Hobman, Lillian. *Arthour's Funny Money*. New York: Harper Trophy, 1981. ISBN 0-06-444048-6.This 'I Can Read' book is excellent for first grader independent reading. It is about a monkey who does not have enough money to buy what he wants and how his sister helps him solve his problem.

Krourilsky, Marilyn. *Kinder Economy*. New York: Joint Council on Economic Education, 1992. ISBN 1-56183-475-0. Good information is provided for teachers new to the subject but most activities would have to be scaled down for first grade.

Maccarone, Grace. *I Shop with My Daddy*. Illustrations by Denise Brunkus. New York: Scholastic, 1998. This simple rhyming book is about a little girl grocery shopping with her father and the choices they make.

Maestro, Betsy. *The Story of Money*. Illustrations by Giulio Maestro. New York: Mulberry Books, 1993. ISBN 0-688-13304-5. This is a very informative book about the history of money from its origins to present day.

Mayer, Mercer. *Just Shopping With Mom.* Illustrations by Mercer Mayer. New York: A Golden Book, 1989. This is a critter book about a mother who takes her young shopping and all the trouble they get into. It also deals with wants and needs.

Phipps, Barbara, with Martha C. Hopkins and Rita L. Littrell. *Master Curriculum Guide in Economics, Teaching Strategies K-2.* New York: National Council on Economic Education, 1993. ISBN 1-56183-470-X. This teacher resource book provides specific activities tied to economic concepts such as wants and consumers, resources and producers, scarcity, choice and opportunity cost. Grade placements for each concept is included along with effective ways to teach the concepts.

Schug, Mark C. *Economics for Kids: Ideas for Teaching in the Elementary Grades.* Washington, D.C.: The National Education Association and the Joint Council on Economic Education, 1986. This useful teacher resource book provides examples of how to teach economic concepts to children at various ages.

Skeel, Dorothy J. *Small-size Economics: Lessons for the Primary Grades.* Glenview, Illinois: Scott Foresman, 1988. This softcover teacher resource book includes specific economics lesson plans arranged by grade level.

**Viorst, Judith. *Alexander Who Use to be Rich Last Sunday.* New York: Atheneum, 1978. Tough for first graders to follow at first reading, it can be used step-by-step for valuable practice counting money and exploring the concept of scarcity.

Wells, Rosemary. *Bunny Money.* New York: Dial Books for Young Readers, 1997. ISBN 0-8037-2146-3. Max and Ruby spend so much on emergencies while shopping for Grandma's presents that they almost run out.

Williams, Vera. *A Chair for Mother.* New York: Mulberry, 1982. ISBN 0-688-04074-8. A child, her mother and her grandmother save change to buy a comfortable armchair after all their furniture is lost in a fire.

Ziefert, Harriet. *A New Coat for Anna.* Illustrations by Anita Lodel. New York: Dragonfly Books from Alfred A. Knopf, 1986. ISBN 0-394-89861-3. Set in post World War II, a mother trades goods for services in order for her daughter to have a new coat.

**Jobs and Businesses**

Carroll, Colleen. *How Artists See Work.* New York: Abbeville Publising Group, 1997. ISBN 0-78920-185-2. This visual arts book examines how people have been depicted working on farms, in factories and offices, and at home in works of art from different times and places.

**Egan, Robert. *From Wheat to Pasta.* New York: Children's Press, 1997. ISBN 0-516-26069-3. Describes, in text and photographs, the steps in making various kinds of pasta from growing and harvesting the wheat through the grinding of the flour to making the dough and shaping the final product.

Florian, Douglas. *A Chef.* New York: Greenwillow Books, 1992. Thispicture book shows the work done in the kitchen of a restaurant.

Gibbons, Gail. *How a House is Built.* New York: Holiday House, 1990. ISBN 0-8234-1232-6. Describes how a surveyor, heavy machinery operators, carpenter crew, plumbers, and other workers build a house.

*Gibbons, Gail. *The Post Office Book: Mail and How it Moves.* Mexico: Harper Collins. ISBN 0-06-446029-0. A step by step description of what happens to the mail from the time it is deposited in the mailbox to its arrival at its destination. Also included are brief historical facts about mail service in the United States.

Gibbons, Gail. *Trains.* New York: Hliday House, 1987. ISBN 0-8234-0699-7. Examines different kinds of trains, past and present, describing their features and functions.

Horenstein, Henry. *Sam Goes Trucking.* Boston: Houghton Mifflin, 1989. ISBN 0-395-54950-7. Describes, in text and photographs, Sam's day with his trucker father in a sixteen wheeler.

Jones, George. *My First Book of How Things are Made.* New York: Scholastic, 1995. ISBN 0-590-48004-9. This book provides pictorial descriptions of how things are made, including peanut butter, guitars, crayons, etc.

*Kalman, Bobbie. *Historic Communities: Tools and Gadgets.* New York: Cradtree Publishing, 1992. This excellent picture book shows tools from long ago and how they were used.

**Kalman, Bobbie. *Community Helpers from A to Z.* New York: Crabtree, 1998. ISBN 0-86505-404-5. This alphabet book explains the duties and importance of occupations geared toward the community, including emergency workers, business people, and workers in the service industry.

*L'Hommedieu, Arthur John. *From Plant to Blue Jeans.* New York: Children's Press, 1997. ISBN 0-516-20366-5. This book is a photo essay that shows the making of blue jeans from growing and harvesting the cotton through weaving the cloth and sewing the finished product.

** Maynard, Christopher. *Jobs People Do.* New York: DK Publishing, 1997. ISBN 0-7894-1492-9. Thirty-seven different jobs are illustrated by children colorfully dressed in the appropriate work clothes. Each tells what they do in "their job." Additional photographs of actual workers are included on each full-page spread. The book can be useful for helping student sort types of jobs that produce goods or provide services.

McHugh, Christopher. *People at Work*. New York: Thomson Learning, 1993. ISBN 1-56847-111-4. This visual arts book shows and discusses works of art that depict work in the following categories: ancient times, around the world, European art, and modern art.

Mitchell, Margaree. *Uncle Jed's Barbershop*. Illustratons by James Ransome. New York: First Aladdin Paperbacks, 1993. Despite serious obstacles and setbacks, Sarah Jean's Uncle Jed, the only black barber in the county, pursues his dream of saving money to open his own barbershop. Beautiful illustrations.

*Paulson, Gary. *Work Song*. Illustrations by Ruth Wright Paulson. San Diego: Harcourt Brace, 1997. ISBN 0-15-200980-9. People at work, doing things that are essential to us all, are depicted in spare and elegant verse in this lyrical text. The work ethic is celebrated with sensitivity and grace.

Pilkey, Dav. *The Paperboy*. New York: Scholastic, 1997. ISBN 0-590-10641-4. Tells the story of a young boy whose job it is to deliver the newspaper. Effective illustrations in acrylic and India ink could be used for discussing perspective.

Siebert, Diane. *Truck Song*. Illustations by Bryon Barton. New York: Harper Trophy. ISBN 0-06-443134-7. Rhymed text and illustrations describe the journey of a transcontinental truck.

Williams, Rozanne. *Mr. Noisy's Helpers*. Illustrations by Kathleen Dunne. Cypress, CA: Creative Teaching Press, 1996. This simple question and answer book shows the various service workers who help Mr. Noisy.

**Town and Country**

Aboites, Luis. *El Campo Y La Ciudad*. Mexico: Editorial Patria, 1989. ISBN 968-34-0059-3. This book depicts the differences between a city and the country.

Anno, Mitsumasa. *Anno's Journey*. New York: Philomel Books (Putnam & Grosset). 1977. ISBN 0-399-22506-4. This wordless book uses hued watercolors to illustrate the journey of a loan man as he traverses the countryside and farmlands, goes through villages, and finally arrives in the city of a European country. Many details are included in each watercolor that provides a challenge as you seek to locate the man. Children can tell the story in their own words using the paintings as their guide.

* Brett, Jan. *Town Mouse, Country Mouse*. New York: Scholastic, 1994. ISBN 0-590-22297-X. Two mouse families exchange homes only to discover that there are many dangers in their new environment and that they miss the familiar sights and sounds of their old home. It is a good book to show push/pull factors in geography and to introduce multiple viewpoints.

*Destination:Neighborhood*. Redmond, Washington: Edmark, 1995. Create interactive stories, poems, and journals using this computer program. Part of the IMAGINATION EXPRESS series, students can set the background scenery and choose photo-realistic

people, pets and more from the Sticker Picker as they write about actual or imagined adventures in their neighborhood. Sound tools can be used to add music, sound effects, dialogue and narration to each scene to bring stories to life. Text tools can be used to write and edit text and stickers such as a basketball player or skateboarder can be annimated with the click of a button.

Emberly, Rebecca. *City Sounds*. New York: Scholastic, 1989. ISBN 0-590-44340-2. The sounds of the city are brought to life in labeled pictures showing such sources as a boat, tapping heels, car horns and construction equipment.

Fix, Philippe. *Not So Very Long Ago: Life in a Small Country Village*. New York: Dutton Children's Books. ISBN 0-525-44594-3. Translation from Germany, 1994. Describes daily life as it would have been lived by the reader's great-great-grandparents.

Fleming, Denise. *Where Once There Was a Wood.* New York: Henry Holt and Company, 1996. ISBN 0-8050-3761-6. Wild areas are disappearing. Housing developments and shopping malls are taking over the land that once was home to wildlife. This book examines the many forms of wildlife that can be displaced if their environment is destroyed by development. It provides information on how schools and communities can provide spaces for wildlife to live by creating wildlife habitats in our backyards, school yards, and community spaces. Suggestions are given for providing space, shelter, water, and food as well as how to contact the National Wildlife Federation.

Florian, Douglas. *A Year in the Country*. New York: Greenwillow Books, 1989. ISBN 0-688-08187-8. Illustrations with little accompanying text give a month-by-month depiction of a year on a farm in the country.

* Henderson, Kathy. *A Year in the City*. Illustrated by Paul Howard. Cambridge, Mass.: Candlewick Press. 1996. ISBN 1-56402-872-0. This book provides a month-by-month description in pictures and words of typical sights and sounds in a modern-day city. The illustrations of Paul Howard provide a fascinating ever changing kaleidoscope of the urban seasons. The book is a nice complement to *The Little House* (Burton) which appears in the development section. Both books deal with seasonal changes although the focus in the Burton book is more on change over time whereas the Henderson book deals with just one 'typical' year.

Hollenbeck, Kathleen M. *Exploring Our World:Neighborhoods and Communities*. Jefferson City, Missouri: Scholastic Professional Books, 1997. ISBN 590-89809-4. A collection of hands-on activities that introduce students to their neighborhood and local community through literature, observation, and games.

Isadora, Rachel. *City Seen From A to Z*. New York: Mulberry Books, 1983. ISBN 0-688-12032-6. Twenty-six black and white drawings of scenes of city life suggest words beginning with each letter of the alphabet. Softcover.

Johnson, Paul Brett. *Farmers' Market*. New York: Orchard Books, 1997. ISBN 0-531-30014-5. On Saturdays in the summer, Laura goes with her family to help sell their produce at the farmers' market and spend a little time with her friend Betsy whose mother sells flowers at the market.

Kuskin, Karla. *City Noise*. Illustrations by Renee Flower. New York: HarperCollins, 1994. Bright, vivid and fanciful illustrations help to create an urban symphony full of life and energy that give the city its city sounds.

Levinson, Riki. *Country Dawn to Dusk*. New York: Dutton Children's Books. 1992. ISBN 0-525-44957-4. A girl and her dog go through a day highlighted by the vivid colors of sunrise, rain, mountains, forests, a rainbow, and a sunset.

* *Looking at Our Communities*. Austin, Texas: Steck-Vaughn. This magnetic way kit includes a collection of visuals depicting people and a variety of community settings. Students manipulate the visuals and magnetic boards to creat scenarios that reinforce social studies concepts such as location, community characteristics, and the roles of community workers. The 75 visuals provide for changing scenery to depict an urban, suburban or rural community.

* Maestro, Betsy and Giulio Maestro. *Delivery Van:Words for Town and Country*. New York: Clarion Books, 1990. ISBN 0-395-51119-4. The reader is introduced to typical town and country words such as "roadside stand," "village," "dairy farm," and "marina" as a delivery van and its woman driver travel through a busy workday. This book tells a story about all of the places in the country or town where a delivery truck may go to pick up or drop off packages. It shows the relationships that the delivery person has with the customers. This book is great for building vocabulary and the concepts of a town, a country, a city or a neighborhood. This book shows many different types of houses and buildings and their uses.

** Maestro, Betsy and Giulio Maestro. *Taxi:A Book of City Words*. New York: Clarion Books. 1989. ISBN 0-89919-528-8. The reader is introduced to such typical city words as "theater," "museum," "office building," and "train station" as a taxi travels through a hectic workday in and around the city. This book tells a story about all the places a taxis goes and who rides in the taxi. a fun way to learn about different places within a city, such as sores, movie theatres, police station, skyscrapers etc. In this book are houses and neighborhood. Great for building vocabulary of city words. could be used to help students get ideas about drawing and reading maps.

Moore, Elaine. *Good Morning, City*. Mahwah, New Jersey: Bridgewater Books (an imprint of Troll Associates, Inc.), 1995. Depicts morning in the city as people go to work and children go to school.

Munro, Roxie. *The Inside-Outside Book of New York City*. New York: Puffin Books (Penguin Books), 1985. ISBN 0-14-050454-0. Intricate illustrations filled with details feature the outside and inside of places such as the Empire State Building, the

subway at Times Square, from Madison Square Garden, and other unique Manhattan landmarks. *Inside-Outside Washington DC* is by the same author.

* O'Kelly, Mattie Lou. *Moving to Town*. Boston: Little, Brown and Company, 1991. ISBN 0-316-63805-6. A rural family moves from their old farm to a house in the big city. Includes twenty-four American folk art paintings detailing life in Georgia in the early 1900s.

* Provensen, Alice. *Town and Country*. San Diego: Browndeer Press (Harcourt Brace), 1994. ISBN 93-044749. Describes life in a big city and on a farm near a village. The illustrations provide a rich tapestry of life in urban and rural America.

Shannon, George. *Climbing Kansas Mountains*. Illustrated by Thomas Allen. New York: Bradbury, 1993. A special book that gives a sure sense of place for children who love word play. This book refers to gain elevators as Kansas mountains and should be considered one of the core books in the study of farms and towns. It Introduces the concept of "bird's eye view". Use with Provensen's *Town and Country*. Continue building on the farm theme with *Carlos y la milpa de maiz* (Stevens)--a humorous story about following directions.

**SimTown*. Walnut Creek, CA: Maxis, 1994. Maxis has cornered the market on simulating cities. This computer program is an easier version of the popular SimCity program. It is challenging yet first graders will charge ahead fearlessly creating their own towns. The latest in the series, SimPark, is geared toward children from age 8.

Stevens, Janet. *The Town Mouse and the Country Mouse*. New York: Holiday House, 1987. ISBN 0-8234-0733-0. A town mouse and a country mouse exchange visits and discover each is suited to his own home.

*Stickybear Town Builder*. Norfolk, CN: Optimum Resource, Inc, 1995. This Apple II computer program allows students to build map-like town and play games with them. One of the games uses North, South, East and West.

Swope, Sam. *The Araboolies of Liberty Street*. New York: Clarkson N. Potter, Inc. (Random House), 1989. ISBN 0-517-56960-4. The children of Liberty Street join forces to help the Araboolies when mean General Pinch orders them to move because they look different.

Treays, Rebecca. *My Street*. Illustrations by Rachel Wells. Usborne Publishing. ISBN 07460-3007-0. This colorful "lift the flap" book looks at everyday life in a street through the eys of a young child and introduces some basic concepts of geography.

Treays, Rebecca. *My Town*. Illustrations by Rachel Wells. Usborne Publishing. ISBN 0-7460-3079-7. This colorful "life the flap" book looks at life in a town through the eys of a young child and introduces some concepts of geography.

Wilder, Laura Ingalls. *Going to Town*. New York: Harper Collins, 1959. Adapted from the Little House Books, this story is about a pioneer girl and her family who live in the Big Woods of Wisconsin and make their first trip to town to visit the general store.

Wilder, Laura Ingalls. *Prairie Day*. Illustrations by Renee Graef. New York: Harper Collins, 1963. Adapted from the Little House Books, this story is about a little girl and her pioneer family as they travel westward to find a new home on the prairie. The family must purchase goods by trading before they go.

Appendix 1

**Reporters:**_____

# Business Interview

_____
(Name of the Person Interviewed)

**What is the name of the business?**_____

_____

**What is your job?** _____

_____

**How long is your work day?** _____ **work week?**_____

**What skills do you need to do your job?**_____

_____

**What tools do you need to do your job?**_____

_____

**What special training/school did you need for your job?** _____

_____

**Do you work alone or with others?**_____

Based on the work of Elisa Field, El Rancho Unified School District

Appendix 2

# Menu

| | |
|---|---|
| Sandwich | $2.00 |
| Spaghetti | $3.00 |
| Hamburger | $2.00 |
| Fresh Fruit | $1.00 |
| Soup | $2.00 |
| Frozen Yogurt | $2.00 |
| Milk | $1.00 |
| Juice | $1.00 |

You have $5.00 to spend. What will you choose?

**I choose**

_____

**because**

_____.

Appendix 3

# When you were my age, what chores did you do?

| Mom/Dad | Grandma/Grandpa |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

**Name**_____

Elisa Field, El Rancho Unified School District

Appendix 4

# Job Application

Name _____

Job _____

Have you done this job before? _____yes _____no

---

# Job Application

Name _____

Job _____

Have you done this job before? _____yes _____no

Mary Hamilton, Los Angeles Unified School District

Adapted from *KinderEconomy* by M. Kourilsky

Appendix 5

# Bank Passbook

| Date | Deposit | Withdrawal | Balance |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |

Appendix 6

# Deposit Slip

**Date** _____

**Name** _____

**Amount of Deposit** _____

_____
**Teller's Initials**

# Withdrawal Slip

**Date** _____

**Name** _____

**Amount of Withdrawal** _____

_____
**Teller's Initials**

Adapted from *KinderEconomy* by Marlyn Kourisky

Appendix 7

**Reporter**_____

# Parent Interview

_____
(Name of the Person Interviewed)

Where do you work?
_____

_____

What do you do at work? _____

_____

How long is your work day? _____ work week? _____

What tools do you need to do your job? _____

_____

What special training/school did you need for your job?
_____

_____

What do you wear at work? _____

Do you work alone or with others? _____

Elisa Field, El Rancho Unified School District

Appendix 8

## Job Specialization Cards

| | | |
|---|---|---|
| **Farmer (harvesting)** | **Trucker** | **Farmer (Grain Elevator)** |
| **Trainmen** | **Flour Maker (miller)** | **Barge** |
| **Trucker** (not in book) | **Pasta Maker** | **Trucker** (not in book) |
| **Market** | | |

Farmer (harvesting), Trucker, Farmer (grain elevator), Boatman, Trainmen, Flour maker (miller), Barge, Trucker, Pasta Maker, Trucker, Market